

Advanced Placement Language and Composition Summer 2018 Leonardtwn High School

The primary purpose of the **AP Language and Composition** course is to give students a complex reading and writing course which prepares them to encounter sophisticated texts with confidence, independence, and creativity. The course centers on the rhetoric of texts, primarily nonfiction. Over the course of the year, we will be reading texts that will prepare you to take the AP English Language and Composition Exam, where skills developed by close reading are essential; the list of required reading for the course is provided below. With the exception of the self-selected independent reading, students will have access to these materials within the classroom; however, students are encouraged to have their own copies of the texts next year, which will allow them to practice text annotation, read and re-read the texts outside of class, and reference them on culminating writing assessments.

Mr. Breslin	Teacher 2 (TBD)
<p>We will read these books in this order: <i>In Cold Blood</i> (due September 14, 2018) <i>Outliers</i> <i>Into the Wild</i> <i>The Things They Carried</i> <i>Freakonomics</i> <i>A Walk in the Woods</i></p> <p>Independent reading (see below): Two will be required in the first marking period; I put an asterisk by my suggestions.</p>	<p>Required titles will be distributed at the beginning of the school year.</p> <p>Independent reading (see below): Two will be required in the first marking period; the first reading will be due by <u>September 14, 2018</u>.</p>

Reading some self-selected titles over the summer provides an early opportunity to be immersed in the type of texts (mostly nonfiction) with which we will be working throughout the school year. It also gives students a chance to become comfortable with and exercise specific skills required throughout the class. Additionally, you will need to keep your brains active and thinking critically this summer. Please do not choose titles that your teachers are planning on assigning during the school year.

RECOMMENDED INDEPENDENT READING:

In Cold Blood by Truman Capote
The Immortal Life of Henrietta Lacks by Rebecca Skloot
Into The Wild by Jon Krakauer
Amazing Grace by Jonathan Kozol
**The Right Stuff* by Tom Wolfe
**Fast Food Nation* by Eric Schlosser
**Nickel and Dime: On (Not) Getting By In America* by Barbara Ehrenreich
**Overachievers: The Secret Lives of Driven Kids* by Alexandra Robbins
There Are No Children Here by Alex Kotlowitz

Kabul Beauty School: An American Woman Goes Behind the Veil by Deborah Rodriguez
**Black Hawk Down* By Mark Bowden
**Catch Me If You Can* By Frank Abagnale
The Zookeeper's Wife: A War Story by Diane Ackerman
Reading Lolita in Tehran by Azar Nafisi
Dress Your Family in Corduroy and Denim by David Sedaris
How Starbucks Saved My Life: A Son of Privilege Learns To Live Like Everyone Else by Michael Gates Gill

Escape By Carolyn Jessop
The Glass Castle by Jeannette Walls
Beautiful Boy: A Father's Journey through His Son's Addiction by David Sheff
Prozac Nation by Elizabeth Wurtzel
**Seabiscuit: An American Legend* by Laura Hillenbrand
The Innocent Man by John Grisham
Freakonomics by Malcolm Gladwell
**The Perfect Storm* by Sebastian Junger
Steve Jobs by Walter Isaacson
**Black Like Me* by John Howard Griffin
This Boy's Life by Tobias Wolff
Land of a Thousand Hills by Rosamond Carr
The Diving Bell and the Butterfly by Jean-Dominique Bauby
The Soloist by Steve Lopez
Zero: The Biography of a Dangerous Idea by Charles Seife
Moonwalking with Einstein by Joshua Foer
The Diversity of Life by E.O. Wilson
The Golden Ratio by Mario Livio
The Emperor of all Maladies: A Biography of Cancer by Siddhartha Mukherjee
Salt: A World History by Mark Kurlansky
Confessions of an Economic Hitman by Charles Perkins
**Bury My Heart at Wounded Knee* by Dee Alexander Brown

The Swerve: How the World Became Modern by Stephen Greenblatt
The Triple Agent: The al-Qaeda Mole who Infiltrated the CIA by Joby Warrick
**Virtually Normal* by Andrew Sullivan
Thinking Fast and Slow by Daniel Kahneman
Quiet: The Power of Introverts in a World That Can't Stop Talking by Susan Cain
Half the Sky by Nicholas D. Kristof, Sheryl WuDunn
Revelations by Elaine Pagels
Falling Leaves- The True Story of an Unwanted Chinese Daughter by Adeline Yen Ma
Grey is the Color of Hope by Irina Ratushinskaya
Drive by Daniel H. Pink
Uncommon Grounds: How Coffee Changed the World by Mark Pendergrast
**The Language Police* by Diane Ravitch
Cadillac Desert by Marc Reisner
**The Omnivore's Dilemma* by Michael Pollan
The Devil in the White City by Erik Larson
Stiff: The Curious Lives of Human Cadavers by Mary Roach
**The Electric Kool Aid Acid Test* by Tom Wolfe
Outliers: The Story of Success; David and Goliath: Underdogs, Misfits and the Art of Battling Giants by Malcolm Gladwell
**Savage Inequalities* by Jonathan Kozol
The Color of Water by James McBride

You should secure a copy of your selected texts and “actively” read them (i.e. annotate the text: take notes, underline, ask questions, etc.). This may be more easily completed if you purchase the books, but you should feel free to borrow copies from local libraries; however, please note that you are expected to have copies of both books with you **after the first two weeks of school** to facilitate whole class and small group discussion. The first marking period will include a mini-unit related to the first two independent readings, which will include discussions and written assignments.

You may wish to extend your reading outside of the self-selected texts in order to get a head start reading the texts planned for next year. After all, when it comes to the AP exam, the depth and breadth of your literary expertise makes all of the difference. If you feel the need to brush up on your knowledge of rhetoric and familiarize yourself with the terms you will need to know for the course, review the information on the website *Silva Rhetoricae* at this link: <http://humanities.byu.edu/rhetoric/silva.htm>

If you have questions about the expectations for the course, you can contact your teachers at the email addresses below.

Mr. Breslin (wfbreslin@smcps.org)
 Teacher 2 (TBD)